



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

360 S Patagonia Street, Benson, AZ 85602

Benson Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04 Performing  
2002-03 Performing  
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Jomel Jansson  
Schedule : 7:30 AM to 4:00 PM  
Grades : 5-8  
2004 Enrollment : 298  
Web Address : [www.bensonsd.k12.az.us](http://www.bensonsd.k12.az.us)  
Phone Number : (520) 586-2213  
Fax Number : (520) 586-2305  
E-mail : [jjansson@bensonsd.k12.az.us](mailto:jjansson@bensonsd.k12.az.us)

### Mission

Our Mission: The Benson Public School System is a learning community that will effectively use our resources to provide a quality system of curriculum, instruction and assessment that ensures avenues of success for all students.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04 Met  
2002-03 Not Met  
2001-02 N/A

#### School Improvement Status (b)

2003-04 N/A  
2002-03 N/A  
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Benson Middle School students will strengthen achievement in mathematics as measured by the AIMS DPA, district performance assessments and classroom assessments(multimeasures of assessment).
- ü The students will strengthen achievement in reading/writing, speaking and listening (Literacy) as measured by the AIMS DPA, district performance assessments and classroom assessments (multimeasures of assessment).

### Enrollment

October 1, 2003 School Year Student Enrollment : 298  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 28

## Instructional Programs

- Ü Balanced Literacy/Reading/Writing
- Ü Emphasis on Thinking Mathematically
- Ü Emphasis on Social Skill Development
- Ü Science as Inquiry

## Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/16/2004
Last Day of School :	5/24/2005

## Shared Responsibilities

### School

Benson Schools provide a quality education with effective instruction with a focus on high academic standards. The school is responsible for setting goals and expectations for students and distributing handbooks and instructional materials. Our school supports a safe learning environment through counseling, a SRO and a JPO. We support parent involvement through a variety of communication efforts.

### Parents

The parents' responsibilities to the school include providing for regular pupil attendance, appropriate nutrition and attire for the students. The parent is also responsible for providing homework support, involvement in school goals and expectations, supporting school policies including dress codes and behavior codes and maintaining contact with the school and the teacher.

## Transportation Policy

The Benson Unified School District provides transportation for all students who live within the district boundaries and at least 1.1 miles from the school site.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü School Safety Grant	2003
Ü DARE Officer of the Year	2003
Ü Arizona's Small & Rural School's Teacher of the Year	2001
Ü Who's Who Among America's Teachers	2000

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	72	76019	100	100	100	473	473	499	32	32	14	32	32	39	11	11	14	25	25	33
All Students (Prior Year)	75	75	76230	93	93	100	473	473	498	18	18	12	56	56	38	6	6	12	21	21	37
Female	34	34	37207	100	100	100	468	468	499	32	32	12	29	29	41	18	18	14	21	21	33
Male	38	38	38677	100	100	100	478	478	498	32	32	15	34	34	38	5	5	13	29	29	34
African American	--	--	3817	--	--	100	--	--	475	--	--	23	--	--	47	--	--	11	--	--	18
Hispanic	12	12	29458	100	100	100	442	442	480	42	42	20	42	42	48	8	8	12	8	8	20
Asian/Pacific Islander	NC	NC	1673	NC	NC	99	NC	NC	531	NC	NC	4	NC	NC	29	NC	NC	14	NC	NC	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	58	58	35880	100	100	100	479	479	515	31	31	7	29	29	32	10	10	16	29	29	45
Students with Disabilities	17	17	9786	100	100	100	422	422	457	71	71	39	18	18	40	6	6	7	6	6	13
Students without Disabilities	55	55	66233	100	100	99	489	489	503	20	20	11	36	36	39	13	13	14	31	31	35
Limited English Proficient Students	--	--	15206	--	--	100	--	--	459	--	--	31	--	--	53	--	--	7	--	--	9
Migrant Students	--	--	745	--	--	--	--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	34	34	35714	--	--	--	474	474	480	29	29	20	32	32	47	12	12	12	26	26	20
Non-Economically Disadvantaged	38	38	40266	--	--	--	473	473	513	34	34	9	32	32	33	11	11	15	24	24	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	72	76020	100	100	100	492	492	503	49	49	25	19	19	23	22	22	40	10	10	12
All Students (Prior Year)	77	77	76202	95	95	100	500	500	505	26	26	19	29	29	24	39	39	46	6	6	11
Female	34	34	37213	100	100	100	487	487	504	53	53	22	15	15	23	26	26	42	6	6	13
Male	38	38	38666	100	100	100	496	496	501	45	45	29	24	24	22	18	18	38	13	13	12
African American	--	--	3819	--	--	100	--	--	494	--	--	37	--	--	26	--	--	31	--	--	6
Hispanic	12	12	29442	100	100	99	480	480	494	75	75	37	17	17	26	0	0	31	8	8	6
Asian/Pacific Islander	NC	NC	1672	NC	NC	99	NC	NC	513	NC	NC	12	NC	NC	19	NC	NC	49	NC	NC	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	58	58	35890	100	100	100	495	495	511	43	43	15	19	19	20	28	28	48	10	10	18
Students with Disabilities	17	17	9784	100	100	100	466	466	485	88	88	58	12	12	19	0	0	19	0	0	4
Students without Disabilities	55	55	66236	100	100	99	500	500	504	36	36	23	22	22	23	29	29	42	13	13	13
Limited English Proficient Students	--	--	15198	--	--	100	--	--	483	--	--	59	--	--	25	--	--	14	--	--	1
Migrant Students	--	--	743	--	--	--	--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	34	34	35703	--	--	--	493	493	494	47	47	37	24	24	26	26	26	31	3	3	6
Non-Economically Disadvantaged	38	38	40274	--	--	--	491	491	509	50	50	17	16	16	20	18	18	47	16	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	71	75673	100	100	100	469	469	530	30	30	12	38	38	25	31	31	58	1	1	4
All Students (Prior Year)	74	74	74692	91	91	99	489	489	502	21	21	18	37	37	27	41	41	47	1	1	8
Female	34	34	37099	100	100	100	476	476	548	24	24	8	47	47	22	26	26	64	3	3	6
Male	37	37	38441	100	100	99	462	462	513	35	35	16	30	30	29	35	35	52	0	0	3
African American	--	--	3791	--	--	99	--	--	506	--	--	18	--	--	29	--	--	50	--	--	3
Hispanic	12	12	29305	100	100	99	436	436	507	25	25	16	58	58	31	17	17	51	0	0	2
Asian/Pacific Islander	NC	NC	1665	NC	NC	99	NC	NC	573	NC	NC	6	NC	NC	16	NC	NC	67	NC	NC	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	57	57	35760	98	98	99	477	477	550	30	30	9	33	33	21	35	35	64	2	2	6
Students with Disabilities	17	17	9706	100	100	100	377	377	462	82	82	36	12	12	32	6	6	31	0	0	1
Students without Disabilities	54	54	65967	98	98	99	498	498	536	13	13	10	46	46	25	39	39	60	2	2	5
Limited English Proficient Students	--	--	15115	--	--	100	--	--	471	--	--	26	--	--	38	--	--	35	--	--	1
Migrant Students	--	--	738	--	--	--	--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	33	33	35541	--	--	--	469	469	504	24	24	17	42	42	31	33	33	50	0	0	2
Non-Economically Disadvantaged	38	38	40091	--	--	--	468	468	550	34	34	9	34	34	21	29	29	64	3	3	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	88	75001	100	100	99	462	462	468	33	33	37	41	41	36	21	21	16	5	5	10
All Students (Prior Year)	95	95	71167	98	98	99	457	457	463	33	33	38	55	55	41	11	11	14	1	1	7
Female	41	41	36846	100	100	99	468	468	468	30	30	36	40	40	38	25	25	16	5	5	10
Male	46	46	37974	100	100	99	458	458	467	35	35	39	43	43	34	17	17	16	4	4	11
African American	NC	NC	3720	NC	NC	98	NC	NC	446	NC	NC	53	NC	NC	33	NC	NC	9	NC	NC	4
Hispanic	27	27	26675	100	100	98	457	457	448	50	50	52	31	31	34	15	15	10	4	4	4
Asian/Pacific Islander	NC	NC	1575	NC	NC	99	NC	NC	504	NC	NC	18	NC	NC	33	NC	NC	20	NC	NC	29
American Indian/Alaskan Native	NC	NC	4731	NC	NC	98	NC	NC	438	NC	NC	61	NC	NC	30	NC	NC	7	NC	NC	2
White	56	56	37785	100	100	99	463	463	482	29	29	25	41	41	39	25	25	21	5	5	15
Students with Disabilities	20	20	8802	100	100	100	419	419	418	65	65	79	30	30	16	5	5	3	0	0	1
Students without Disabilities	68	68	66199	100	100	99	474	474	472	24	24	34	45	45	38	25	25	17	6	6	11
Limited English Proficient Students	NC	NC	11710	NC	NC	100	NC	NC	429	NC	NC	70	NC	NC	25	NC	NC	4	NC	NC	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	37	37	29814				460	460	448	31	31	53	56	56	33	11	11	10	3	3	4
Non-Economically Disadvantaged	51	51	45170				463	463	479	35	35	28	31	31	38	27	27	20	6	6	14

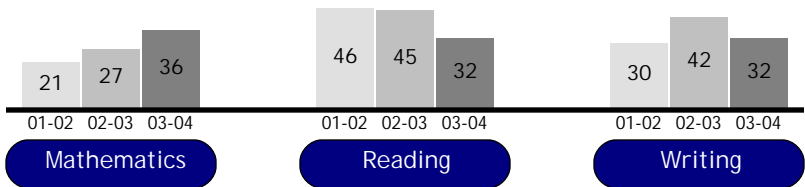
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	88	74918	100	100	99	492	492	497	39	39	32	13	13	19	28	28	35	21	21	15
All Students (Prior Year)	93	93	71100	96	96	99	500	500	502	26	26	25	22	22	21	44	44	40	9	9	15
Female	41	41	36805	100	100	99	495	495	501	35	35	28	15	15	19	25	25	37	25	25	16
Male	46	46	37936	100	100	99	490	490	493	41	41	35	11	11	18	30	30	33	17	17	14
African American	NC	NC	3719	NC	NC	98	NC	NC	481	NC	NC	43	NC	NC	21	NC	NC	29	NC	NC	7
Hispanic	27	27	26645	100	100	98	488	488	478	42	42	46	19	19	20	15	15	27	23	23	6
Asian/Pacific Islander	NC	NC	1571	NC	NC	99	NC	NC	521	NC	NC	18	NC	NC	15	NC	NC	38	NC	NC	30
American Indian/Alaskan Native	NC	NC	4729	NC	NC	98	NC	NC	468	NC	NC	57	NC	NC	19	NC	NC	19	NC	NC	4
White	56	56	37773	100	100	99	495	495	511	36	36	20	9	9	18	34	34	41	21	21	21
Students with Disabilities	20	20	8801	100	100	100	448	448	448	80	80	75	0	0	13	15	15	10	5	5	2
Students without Disabilities	68	68	66117	100	100	99	506	506	501	27	27	28	16	16	19	31	31	37	25	25	16
Limited English Proficient Students	NC	NC	11706	NC	NC	100	NC	NC	454	NC	NC	71	NC	NC	16	NC	NC	12	NC	NC	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	37	37	29785				486	486	477	42	42	47	17	17	20	28	28	26	14	14	6
Non-Economically Disadvantaged	51	51	45115				496	496	508	37	37	23	10	10	18	27	27	39	25	25	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	88	74503	100	100	99	477	477	491	14	14	9	30	30	32	51	51	51	6	6	8
All Students (Prior Year)	90	90	69001	93	93	96	488	488	490	13	13	17	46	46	37	40	40	45	1	1	1
Female	41	41	36686	100	100	99	488	488	506	13	13	5	20	20	29	60	60	57	8	8	9
Male	46	46	37644	100	100	98	469	469	476	15	15	13	37	37	36	43	43	45	4	4	6
African American	NC	NC	3677	NC	NC	97	NC	NC	475	NC	NC	12	NC	NC	36	NC	NC	46	NC	NC	5
Hispanic	27	27	26500	100	100	97	477	477	467	15	15	13	27	27	39	50	50	44	8	8	4
Asian/Pacific Islander	NC	NC	1566	NC	NC	99	NC	NC	537	NC	NC	5	NC	NC	23	NC	NC	55	NC	NC	18
American Indian/Alaskan Native	NC	NC	4695	NC	NC	97	NC	NC	464	NC	NC	14	NC	NC	39	NC	NC	44	NC	NC	3
White	56	56	37606	100	100	99	473	473	508	14	14	6	34	34	28	46	46	56	5	5	10
Students with Disabilities	20	20	8662	100	100	100	390	390	409	45	45	37	45	45	42	10	10	20	0	0	1
Students without Disabilities	68	68	65841	100	100	98	503	503	499	4	4	7	25	25	32	63	63	53	7	7	8
Limited English Proficient Students	NC	NC	11608	NC	NC	100	NC	NC	430	NC	NC	23	NC	NC	47	NC	NC	28	NC	NC	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	37	37	29587				473	473	465	11	11	14	28	28	40	58	58	43	3	3	4
Non-Economically Disadvantaged	51	51	44898				480	480	507	16	16	7	31	31	28	45	45	55	8	8	10

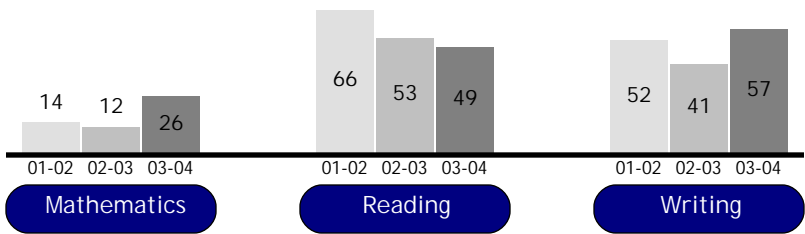
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

## Glossary:

## Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

## Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

## Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

## Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

## School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

## Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
5	Reading	100	42	42	46	100	45	45	50	95	45	NA	55
	Language	100	30	30	43	100	39	39	46	99	35	35	49
	Mathematics	99	31	31	54	100	43	43	57	97	59	59	63
6	Reading	96	39	39	49	100	56	56	53	100	48	NA	56
	Language	96	35	35	42	100	45	45	45	100	38	38	48
	Mathematics	96	54	54	58	100	63	63	62	99	59	59	66
7	Reading	95	53	53	48	100	51	51	51	100	51	NA	54
	Language	94	59	59	51	99	59	59	54	100	52	52	58
	Mathematics	96	52	52	54	99	55	55	58	100	50	50	62
8	Reading	91	56	56	49	100	51	51	53	100	53	NA	55
	Language	91	51	51	46	100	46	46	49	100	52	52	52
	Mathematics	91	51	51	54	100	57	57	58	100	61	61	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

2 School Administrator(s)  
 2 Non-certified Employee(s)  
 5 Teacher(s)  
 2 Parent(s)  
 2 Community Member(s)  
 0 Student(s)

## Council Duties

Ü Curriculum Development & Implementation  
 Ü School Safety Issues  
 Ü Communications  
 Ü Support Services/Student Intervention  
 Ü Parent-Student Relations  
 Ü School Improvement (NCLB)

## Staffing Information for School Year 2004-05

## Position

## Number

## Position

## Number

Administrator

2.00

Teacher

21.00

Other Professional Staff

1.50

Teacher Aide

3.00

## Years of Teaching Experience for School Year 2004-05

## Experience

## Bachelor's

## Master's

## Doctorate

## Other

3 or fewer years

2

0

0

0

4 to 6 years

0

0

0

0

7 to 9 years

1

1

0

0

10 or more years

9

3

0

0

## Highly Qualified (NCLB) &amp; Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 11.49

Core academic classes taught by Highly Qualified (NCLB) teachers. 28

Teachers with Emergency Certificaton. 0

## Resources Available at School Site

## Special Facilities

Ü 30-station Computer Lab

Ü Multipurpose Room

Ü Complete Library

Ü Gymnasium

## Extracurricular Activities

Ü PALS/FBLA/Academic Team

Ü Interscholastic Athletics

Ü Hands Across the Border Student Exchange

Ü Band

## Social Services

Ü Gifted/ELL

Ü Counseling Services/Crisis Intervention

Ü Breakfast and Lunch Programs

Ü Health Services



## Indicators of Success Based on Historical Data from 2003-04

## School Achievements/Accomplishments 2003-04

- ü Improved school climate and a renewed focus on performance and accountability through student leadership, parent involvement and staff commitment.
- ü Benson Middle School is working towards standards alignment, improved scope and sequence, and adoption and implementation of new curriculum.

## Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	94	95	93	95
Transfers Out <sup>5</sup>	0	21	20	24
Transfers In <sup>6</sup> (Within District)	0	2	2	2
Transfers In <sup>7</sup> (Out of District)	9	10	9	9
Promotion Rate <sup>8</sup>	96	98	98	94
Retention Rate <sup>9</sup>	3	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

## Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 4-5	67	63
Grades 5-6	70	89
Grades 6-7	65	49
Grades 7-8	66	73

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Benson Schools promotes a safe and orderly climate for learning by rewarding positive behavior. We have programs in place for students who need time to reflect on their choices and decisions.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	Jomel Jansson	(520) 586-2213
Transportation Policy	Janet Morlock	(520) 586-2702
Community Resources	Anita Choate	(602) 586-2213
School Nutrition Programs	Suzanna Olson	(800) 586-2213
Parent Organization	Parent Teacher Association	(520) 586-2213
Student Health/Nurse	Kelly Johnson	(520) 586-2213

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

## Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.